

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills  A. Critical Thinking	28. Use critical thinking in classroom tasks. f. Identify a problem, consider alternatives, predict outcomes and suggest solutions.  CASAS# 0.1.3, 7.3.1, 7.3.2	9. Gerunds/Infinitives as objects <i>(I'd recommend moving out if they can't afford to live there.)</i>

SAMPLE SCANS ACTIVITY: Problem Solving and Pro/Con Discussion

Stages of Lesson: ☐ Warm Up    ☐ Introduction    ☒ **Presentation**    ☒ **Practice**    ☒ **Application**

<p>Steps for Sample Activity:                      Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a problem-solving activity in which students work in groups to generate and evaluate solutions to problems between a tenant and a landlord.</p> <ol style="list-style-type: none"> <li>1. Create three descriptions of three different tenant complaints. Make sure that the three situations have different factors which would influence the solution chosen. Make a handout with three descriptions on the page. See one example description below: <p style="margin-left: 40px;">The Smith's leaky faucet hasn't been fixed yet. The Smiths are a young, low income couple with three young children. They have lived in the building for two years. For the most part, they enjoy living in the building because the neighbors are quiet. However, the kitchen sink is very old and it drips all the time. They have called the landlord several times in the last four months about fixing it, but he hasn't done anything about it. The dripping keeps Mr. Smith up at night. It's been getting harder and harder to turn off the water after using the faucet.</p> </li> <li>2. Tell the students they will be looking at problems that tenants have been having with their landlords and working in groups to find the best solution. Hand out the paper with the three tenant complaints. Have the class discuss the first one together to demonstrate how to do the activity.</li> <li>3. Have the students read the first situation and discuss the specific problems in the tenants' complaint. Discuss whether the tenants have the legal right to complain and whether their complaint is justified.</li> <li>4. Put the following headings on the board:</li> </ol>	<p style="text-align: center;">SCANS FOCUS</p> <p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self- Management</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>
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SOLUTION: PRO: I'm in favor of this solution  
solution

CON: I'm against this

Information- Interprets  
and Communicates  
Information

5. Ask students to suggest several solutions to the first tenants' problem, and list them on the board. Then have students give reasons why they are "for" or "against" each solution, and write those on the board as well. For example:

Systems- Understands  
Social Systems/ Monitors  
and Corrects  
Performance/ Improves or  
Designs Systems

<i>SOLUTION</i>	<i>PRO</i>	<i>CON</i>
<i>a. tenant calls plumber</i>	<i>faster</i>	<i>might not get reimbursed</i>
<i>b. move out of building</i>	<i>no more leaking faucet</i>	<i>like living in building</i>
<i>c. call a lawyer</i>	<i>speaks for tenant w/ authority</i>	<i>not affordable for low income</i>

6. Have the class vote by a show of hands to decide which solution they recommend. Ask for several reasons they feel that solution is the best for the Smiths.
7. Review the problem-solving steps just completed:
- A. Evaluate the problem.
  - B. Generate possible solutions to the problem.
  - C. Consider pros and cons of each solution.
  - D. Choose the best solution.
8. Put the students in teams of four. Have them repeat the problem-solving steps with the other two situations on the handout, including discussing the pros and cons of each possible solution.
9. Ask one member of each group to report the solution they chose. Ask another member of the group to explain why. \*\*
10. Follow up: Prepare a reading lesson on tenants' rights, housing discrimination, etc.
- \*\* This step serves as an evaluation of the activity.